



# Special Education Programs Newsletter

Volume 2, Issue 1     September 2007

## Data Verification

With the reporting requirements for the State Performance Plan (SPP) and monitoring data tables that are reported federally, it is increasingly important to have a data verification process in place.

The district needs to have a process in place to verify the accuracy of information being provided by the IEP case

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## Directors Notes

**Ann Larsen**

Welcome back to another school year. Where does the time go? I was going to get so much accomplished this summer. I had good intentions, but I'm still behind. I hope that you were able to have some relaxation time and feel refreshed and ready for another year.

We hope you will find a lot of useful information in this newsletter. We do have a lot happening in special education and we hope that we can continue to improve our communication with you.

Please take time to visit our new **Response to Intervention (RtI)** website. The link is on **page 3** and has our latest information on RtI.

SEP has received a number of requests for information, workshop presentations, and information on the SPP and IDEA. To help with OSEP has worked with NICHCY to develop **training modules**. They currently have 11 of 19 modules completed. These are very well done. Check out the website and see if it is something you can use at your district. See the link on **page 11**.

The **South Dakota Eligibility Guide** has been updated to include the federal definitions for the disability categories. The evaluation section at the beginning of the guide has been updated with the most current evaluations including transition assessments. A number of the Q & A's have been updated along with the learning disabilities section. Check out the link on **page 11** to download the **September 2007** update. All students in South Dakota who are referred for special education testing need to meet SD eligibility requirements and this guide will provide you with the information you need to make team decisions.

SEP is offering one day **IEP workshops** across the state. We are limiting the number of participants to 50 at each site. Registration information has gone out on the listserv. See **page 3** for the dates and location. We will be providing a PowerPoint presentation for participants, but participants will need to bring the updated SD Eligibility Guide and the

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manager to the Data Entry person in order to ensure that all the information entered into Campus is an accurate record of the student's current special education enrollment.

The data in Campus is used for reporting of state and district graduation rates, dropout rates, disproportionality, assessment and multiple other reports. It is also used for funding for ADM, state disability funding and federal funding relating to child count.

One way to verify data would be to use the SIMS Reported Data Elements form, but districts are encouraged to develop a system that meets their needs. It is expected that enrollment information is current and updated throughout the year, not just for verification of child count.

The district plan for verification of data should include an outline of how often the system will be updated.

The SIMS Reported Data Elements Form is also on the web at: <http://doe.sd.gov/oess/specialed/IEP/index.asp>

Regional Trainings for Data Managers and Special Education Directors are being planned for Oct. 22, 23, and 25. The morning will cover all topics related to special education enrollment information, in the afternoon the data managers will continue working on general enrollment information and the Special Ed. Directors will work with SPP data requirements. Registration is at: <http://doe.sd.gov/PDregistration/index.asp>

If you have questions, please contact **Linda Turner** at 773- 6119 or by E-mail at [linda.turner@state.sd.us](mailto:linda.turner@state.sd.us) ❖

SEP would like to work with one district to review special education data to improve student outcomes. If interested, please contact Melissa Flor at 773-8195 or email at [melissa.flor@state.sd.us](mailto:melissa.flor@state.sd.us)

This will be very helpful when we are working on SIMS data, SPP

## Positive Behavior Intervention and Supports

South Dakota's Special Education Programs recognizes the need for a state-wide behavior initiative. The State Performance Plan is one of the tools driving the implementation of a state-wide model. District staff continues to request assistance and training in the area of behavioral supports. Funding has been set aside in order to

begin implementation of PBIS in South Dakota schools. SEP will continue the commitment to districts eligible to implement Positive Behavioral Interventions and Supports (PBIS).

To guarantee the success of this initiative, a leadership team was developed in order to bring together a team of individuals with a variety of strengths as well as diverse backgrounds and experiences. The members of this team worked to develop a plan for making PBIS available to SD schools for the 2007-2008 school year. Applications for new schools/districts to apply will be sent out in March of 2008.

## PBIS Pilot Sites

The schools/districts for 2007-2008 are:

- Todd County (North Elementary, South Elementary, He Dog, Todd County Middle and High School);
- West Central (WC Hartford Elementary, WC Humbolt Elementary, WC Middle and High School);
- Lennox (Lennox Elementary LCW Middle School);
- Sisseton (Westside Elementary, Sisseton Middle and High School);
- Andes Central (elementary, Jr/Sr. High School).

If you have questions please contact **Rebecca Cain** at 280-3568 or [rebecca.cain@state.sd.us](mailto:rebecca.cain@state.sd.us). For more information on PBIS you can visit the website at [www.pbis.org](http://www.pbis.org)

PBIS is a school-wide systems approach which will provide support and guidance to districts as well as help increase positive behaviors and academic achievement. PBIS is comprised of a broad range of systemic school wide, group and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. PBIS is not a specific "model" but a compilation of effective practices, interventions, and systems change strategies that have empirically demonstrated to be effective and efficient. PBIS has relevant applications to educating all children and youth in schools or other community settings. PBIS is a data driven systems approach developed to assist schools and community settings achieve socially important behavior change. Systems are put in place to support staff while they teach and encourage positive, healthy behaviors. When schools or community settings implement PBIS the result is documentation of more desirable child or youth behaviors and safer learning environment where students are able to achieve increased learning. ❖

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# CALENDAR OF EVENTS

## Assessment

- **Dakota Step A, Road Show Jan. 7-10, 2008**
- **Dakota Step Road Show Feb. 25-29, 2008**

## CEC

- **March 16-18, 2008 Pierre**

## IEP Workshops \*

- **Sept. 17, 2007 Vermillion**
- **Sept. 18, 2007 Brandon Valley**
- **Sept. 19, 2007 Sioux Falls**
- **Sept. 25, 2007 Mitchell**
- **Sept. 26, 2007 Yankton**
- **Oct. 2, 2007 Rapid City**
- **Oct. 3, 2007 Sturgis**
- **Oct. 4, 2007 Chamberlain**
- **Oct. 9, 2007 (Agencies Only) Mobridge**
- **Oct. 10, 2007 Pierre**
- **Oct. 16, 2007 Aberdeen**
- **Oct. 17, 2007 Huron**
- **Oct. 23, 2007 Watertown**
- **Oct. 24, 2007 Brookings**

## SIMS/SPP Data Trainings

- **Oct. 22, 2007 Pierre**
- **Oct. 23, 2007 Rapid City**
- **Oct. 25, 2007 Sioux Falls**

## Campus Interchange

- **Oct. 2 & 3, 2007 Chamberlain**

## State Advisory Panel

- **Oct. 18 & 19, 2007 Rapid City**
- **Jan. 3 & 4, 2008 DDN**
- **April 24 & 25, 2008 Sioux Falls**
- **June 23 & 24, 2008 Pierre**

## Teacher Leadership Conference

- **Sept. 16-18, 2007 Pierre**

## Transition Training w/ Ed O'Leary \*

- **Oct. 22, 2007 Rapid City**
- **Oct. 23, 2007 Chamberlain**
- **Oct. 24, 2007 Aberdeen**
- **Oct. 26, 2007 Sioux Falls**

Workshops with an \* will have CEU credit given.

## Response to Intervention

The National Association of State Directors of Special Education (NASDSE, 2005) defines RtI as the practice of providing high-quality instruction and intervention based on a student's needs, changing instruction and/or goals through frequent monitoring of progress, and applying the student response data to important educational decisions. Although there is no universally accepted RtI model or approach, it is typically understood within the context of multiple tiers of intervention service delivery for students with difficulties. In other words, students who are identified as at-risk through universal screening have their progress monitored and receive increasingly intense, multi-tiered interventions, which may evaluate in eligibility for special education and related services.

RtI models currently in practice may vary across LEAs and states. However, they use a generally similar structure with some common components. According to NASDSE (2005), three essential components of RtI are as follows:

- Multi-tiered intervention service delivery
- Integrated data collection/assessment system
- Data-based decisions based on a problem-solving model

Prior to implementation, strategic planning and staff development will be needed to address all of the following components. It is also important to recognize that the successful implementation of RtI hinges upon such prerequisite elements as building capacity and parent involvement.

## RtI Pilot Sites for 2007-2008:

- Meade-Whitewood Elementary School,
- New Underwood Elementary,
- Groton Elementary,
- West Central (two elementary buildings),
- Lennox Elementary , and
- Brandon Valley Elementary.

If you have questions please contact **Ray Tracy** at **773-3219** or [ray.tracy@state.sd.us](mailto:ray.tracy@state.sd.us).

For more information on RtI you can visit the website at <http://doe.sd.gov/oess/specialed/forms/RtI/index.asp>



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# Contacts

## New Staff

We welcome **Beth Gordon** to the SPED programs. Beth has a B.S. in Elementary Ed & Special Education through USD and is pursuing her Master's Degree in Elementary Ed through BHSU. Most recently, she was a K-5 SPED teacher at Knollwood Elementary in the Rapid City Area School district. In addition, she has worked as an associate instructor for the Black Hills Workshop and Training Center for the past six years.

Her contact information is:

### **Elizabeth Gordon**

ESA 2, Region Contact  
619 Coordinator, Statewide Assessment  
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## Contact Information for SEP:

### **Ann Larsen**

Special Education programs  
Director  
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### **Janet Ricketts**

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Director  
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### **Merle Doolittle**

SEP Office Secretary  
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### **Angie Boddicker**

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Monitoring  
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### **Becky Cain**

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### **Melissa Flor**

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Transition, Data Collection for SPP and 618, Assistive Technology  
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### **Linda Turner**

ESA 3, Region Contact  
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### **Ray Tracy**

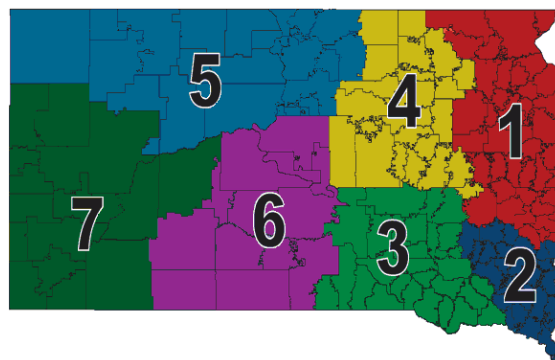
ESA 1, Region Contact  
State Advisory Panel, Highly Qualified Teacher  
Response to Intervention  
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### **Mark Gageby**

Grants Management  
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### **Laura Ellenbecker - Management Analyst**

Special Education Child Count, Assessment Data, NCLB  
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## Transition Liaisons

For technical assistance or additional information please contact your regional liaison:

**Bev Petersen**, South Eastern Region, 367-5330,  
[bev.petersen@state.sd.us](mailto:bev.petersen@state.sd.us)

**Dan Rounds**, Central Region, 224-5336,  
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**Dave Halverson**, Western Region, 347-4467,  
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**Cindy Kirschman**, North Central Region, 626-2398,  
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IEP TA Guide with them. Registration for the workshop can be made at: <http://www.southdakotapd.com/> CEU credit will be given.

Title, SEP, and Certification staff have updated the **Highly Qualified** teacher information. There is an updated Q & A document as well as links to OSEP highly qualified special education teacher information. Please see the website link listed on **page 11**.

The Procedural Safeguards (**Parent's Rights**) documents have been updated in both the English and Spanish versions. There have been a number of updates since last year. It has gone from 39 pages to 42 pages in length and wording has been added and changed. Please see the link on **page 11**.

SEP staff, in conjunction with staff from the Office of Accreditation and Teacher Quality, have written a **graduation question and answer document**. We took a number of questions that districts have asked our offices and included them in the document as well as a recent Office of Civil Rights ruling which addressed graduation issues. See the link on **page 12**.

A number of districts have requested information concerning **School Based Medicaid** participation. We have tried to put some information on the website pertaining to these requests. Please see the link on **page 11**. Another resource we found is the **National Alliance for Medicaid in Education, Inc.** (NAME). NAME is a non-profit organization that represents Local Education Agencies participating in the Medicaid program and staff from the nation's state Medicaid and Education Agencies who have programmatic responsibility for administering Medicaid's Administrative Claiming and/or Direct Billing of Health Related Service programs in public schools.

NAME's main functions are:

To provide leadership;  
To promote integrity, collaboration, and success; and  
To facilitate a network to share information.

You can find their website at  
<http://www.medicaidforeducation.org/>

SEP is in the final draft stages of updating the **Comprehensive Plan Template**. We hope to be able to send it out to everyone by the end of September. After districts complete the plan, it will need to be reviewed by SEP and approved the local school board. ❖

## Administrative Rules of South Dakota

With the reauthorization of IDEA 2004 in August 2006, the new requirements by OSEP have led to an update of the South Dakota Administrative Rules. The new rules just recently passed the state Board of Education and the Legislative Research Council (LRC) in June. The new rules have now been completed and are online. Our department has also made a printer friendly versions of the ARSD's and have placed it on our website.

**LRC Website:**

<http://legis.state.sd.us/rules/index.aspx>

**Printer Friendly Guide:**

<http://doe.sd.gov/oess/specialed/index.asp> ❖

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## Statewide Assessment Update

Large print test booklets have been redesigned and will no longer be large booklets that mirror the standard STEP booklet. The large print books will now be comb bound 9x12 booklets, in order for students to manage them better. The layout of testing items will not look identical to the layout of the STEP booklet, but will test the same material. Each subject will be in a separate book. A preliminary count for large print and Braille will be collected by Elizabeth Gordon this fall.

The procedures for read-aloud accommodations will be different this year due to multiple forms of the test being administered at the same grade level. More information on procedures for read-aloud will be forthcoming.

There will not be a fall writing test, writing will be tested in late winter/early spring. Writing for students who take the Dakota STEP-A will have writing included with STEP-A materials.

If you have any questions regarding accommodations for statewide assessment or the alternate assessment please contact **Linda Turner** or **Elizabeth Gordon**.  
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## DISTRICT DUTIES UNDER FINAL REGS FOR RESOLUTION SESSIONS

Resolution sessions were added to the state ARSDs after inclusion in IDEA 2004. You can find the resolution session information at 24:05:30:08.09 - 24:05:30:08.15. Resolution sessions were added to IDEA to help parents and school districts resolve their differences and avoid a long and controversial dispute process. This is a very important part of the due process proceeding. A sample resolution form is located on the SEP website to help districts meet the documentation requirements.

There are timelines involved that the district must meet when holding a resolution session. School district attorneys may only attend if parents bring their attorney. The district must hold the resolution session within the first 15 days of notification of a request for a due process hearing. The resolution session must be held unless both parties agree in writing to waive the resolution session or unless both parties agree to proceed to mediation. If the district has not resolved the due process complaint to the satisfaction of the parent within 30 days of the receipt of the due process complaint, the due process hearing may occur.

In the event that issues raised in the due process hearing request are resolved at the resolution session, both parties develop a legally binding written agreement that is signed by both the parents and a representative of the district who has the binding authority.

Districts need to document and report resolution meeting information to SEP because the state must report for the SPP the number of hearing requests that resulted in a resolution session and how many of those resulted in a settlement agreement. OSEP has reported that they may use this information in focused monitoring.

For further information please see the SEP web site or contact Ann Larsen.

A great parent resource for resolution sessions can be found at <http://www.taalliance.org/publications/CADREResolution.pdf> ❖

## LET'S TALK ABOUT DISCIPLINE

There have been significant changes in disciplining students with disabilities with the reauthorization. You can find the updated ARSDs for suspension at [24:05:26](#) and expulsion at [24:05:26.01](#). **These are the discipline rules that are in effect for this school year.**

Some of the highlights include the following:

- School personnel may consider any unique circumstances on a **case-by-case basis** when determining whether a change in placement is appropriate for a student with a disability who violates a code of student conduct.
- The authority of school personnel to remove a student to an appropriate interim alternative setting has changed to, **“not more than 45 school days,”** without regard to whether the behavior is determined to be a manifestation of the student’s disability if the student violates the weapons, drugs or serious bodily injury clause.
- Change of placement for disciplinary removals has changed. A **change of placement** occurs if the removal is for more than 10 consecutive school days; **or** the student is subjected to a series of removals that constitute a pattern:
  - because the series of removals total more than ten school days in a school year;
  - because the student’s behavior is substantially similar to the student’s behavior in previous incidents that resulted in a series of removals; and
  - because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

Going beyond the ten days is only one-third of the federal definition of “pattern.” You also must have “substantially similar” behavior and some combination of length of each removal, total days and proximity. Removal of a student for 16 days in a semester, for example, would be much more serious than 16 days spread out over the school year.

The district decides, on a case-by-case basis, whether the pattern of removals constitutes a change in placement. This is subject to review through due process and judicial proceedings.

*Discipline Continued on Page 7*

If the district decides the proposed action **is a change of placement**, the district must:

- Provide parents with a copy of Parent's Rights document;
- Set up a meeting to make a manifestation determination; and
- If the student has been removed from their current placement, return them right away.

The procedural safeguards document must be provided "on the date on which the decision is made to make a removal that constitutes a change of placement because of a violation of a code of student conduct."

The meeting to consider the manifestation determination must be held "within 10 school days of any decision to change the placement" of the student.

If the district decides the proposed action **is not a change of placement**:

- The district's administrator can remove the student from the current placement;
- The removal can be to an interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days;
- The district must provide services so as to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP;
- School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are necessary.

There is no requirement anymore to hold an IEP team meeting unless the school administration has determined that a change of placement has occurred.

There is no obligation to conduct a functional behavioral analysis (FBA) and develop a behavior intervention plan (BIP) unless the placement has changed and the behavior is a manifestation of the disability.

If the placement is changed for more than 10 consecutive days and the behavior is not a manifestation of the disability the IEP team should consider "as appropriate" a FBA and behavior modifications and services designed to address appropriate behavior.

The federal regulations provide no guidance as to a FBA or BIP if the placement is changed due to short term events that cumulatively exceed 10 days. The most prudent would probably be to consider them "as appropriate."

If the administration has determined there has not been a change of placement, even though the student has been removed in excess of 10 cumulative days, there is no obligation to hold an IEP team meeting, make a manifestation determination, or consider a FBA and/or BIP.

- The **manifestation determination review** (MDR) has changed. It now consists of two easier to understand and apply questions instead of the previous three.
  - The conduct in question was the *direct result* of the district's failure to implement the IEP. Cause and effect – did the school's failure to implement the IEP actually cause the student to violate the Code of Conduct; or
  - The conduct in question was *caused by*, or had a *direct and substantial relationship* to, the student's disability.  
❖

#### DID YOU KNOW.....?

According to a report from the U. S. Department of Labor, fifty-one percent of special education teachers were aged 54 and over in 2004.

# Snippets of Information

## LD AND RTI

Many questions have yet to be answered. Litigation will surely follow dealing with LD and RtI. Leadership from principals is essential for RtI to work in a school. RtI is about regular education, not special education. With RtI, our regular educators may begin to think they've been re-assigned to special education if school buy-in is not ensured. This is one of the reasons professional development is essential. This is not the one-day workshops of the past. This is year long, continuous professional development so teachers can implement RtI with fidelity. Will this bring "slow learners" into special education? This is something we will have to wait to see. The philosophy of RtI is that if the program is a sound program, implemented with fidelity then the "slow learners" will receive the help they need in the general education classroom.

*(In comments taken from the federal register, USDOE makes it clear that RtI cannot be the sole determinant of whether a child meets LD eligibility. RtI is only one component of the process to identify children in need of special education. Determining why a child has not responded to research-based interventions requires a comprehensive evaluation. The result of an RtI process may be one component of the information reviewed in the evaluation process. A child's eligibility for special education services cannot be changed solely on the basis of data from an RtI process.) ❖*

## REFERRAL FOR EVALUATION

Referral for special education evaluation should only come from the parent or the school based student support team or TAT team. There is a difference between referral and child find. "Referrals" from a teacher should not trigger special education evaluation, but a review by the student support team.

When a referral comes from a parent, either do the evaluation, or give written notice of refusal. ❖

## PRIVATE SCHOOL CHILDREN

Private school children are not entitled to FAPE. They are however, entitled to be evaluated for eligibility. The responsibility for that evaluation lies with the district where the private school is located, NOT where the parent lives. Services to be provided are NOT determined individually – they are determined by the school after proper consultation. See ARSD CHAPTER [24:05:32](#). ❖

## DEFINITION OF PARENT

The definition of parent has changed with the reauthorization. See ARSD [24:05:13:04](#) for a full description. During a recent law conference, the presenters said, "there now seems to be a hierarchy associated with the term parent. First would be a person with a court order; second, a natural or adoptive parent; and third, everyone else listed." ❖

## Changes to Eligibility Guide

The latest version is dated **September 2007**. Two pages are different. **Page 67** and **page 82**. The latest version is posted on the website. **We apologize for the inconvenience.** ❖

## AMENDING THE IEP

You can change goals, objectives, frequency and duration of services, how the child will be tested and other things in the IEP; however do not use the amendment process to change the placement. If there is a possibility there *might* be a "change of placement" call for an IEP team meeting. See ARSDs [24:05:27:08.01](#) and [24:05:27:08.02](#). ❖

## EVALUATION TIMELINES

Initial evaluations must be completed within 25 school days after receipt by the district of signed parent consent to evaluate unless other timelines are agreed to by the school administration and the parents.

Written evaluation reports, determination of eligibility, and conducting an IEP team meeting must be completed with 30 CALENDAR days from the end of the 25 school day evaluation timeline. If another timeline for completing the evaluation process is agreed to by the parent and school administration, the written evaluation reports, determination of eligibility, and conducting an IEP team meeting must be completed within 30 CALENDAR days from the end of agreed upon evaluation timeline.

Make sure you are documenting timelines, especially if the district and the parent agree to another timeline. If SEP receives the information from the district that they went over their timeline for initial evaluation and didn't have parent consent we will have to count that against the district for Indicator 11 in the SPP when we are computing whether districts met the state targets. See ARSDs [24:05:25:03](#). ❖

## MULTIPLE DISABILITIES

The current definition of multiple disabilities in the ARSDs follows the federal definition.

Please note that multiple disabilities means: **concomitant impairments** (such as a cognitive disability-blindness or a cognitive disability-orthopedic impairment), **the combination of which** causes such severe educational needs that **they cannot be accommodated** in special education programs **solely for one of the impairments**. The term multiple disabilities does not include deaf-blindness. See ARSDs [24:05:24.01:12](#). ❖

## TWO RECENT CASE DECISIONS

In *A.S. v. Madison Metropolitan School District* (47 IDELR 304), a federal District Court determined that the district's proposed IEP could be implemented in a public school. According to a Sped Connection write-up this means districts do not have an obligation to address a student's aggressive behaviors in the home when those behaviors have no connection to the student's school-based instruction. As a result of this decision, parents who place their children in private schools because of their in-home behavior will have great difficulty recovering those expenses. The evidence showed the student generally exhibited good behavior in the school setting.

In *San Rafael Elementary School District v. California Special Education Hearing Office* (47 IDELR 259) the US District Court, Northern District of California reversed an administrative ruling in the district's favor, determining that the district's offer to place the student in a private day school for children with behavioral and educational challenges was appropriate. The court observed that the IDEA doesn't require districts to address all of a student's emotional or behavioral problems, regardless of where and when they arise. "The district isn't required to ensure that a student takes behavioral skills learned at school into the home." US District Judge Vaughn R. Walker wrote. "The district is only required to ensure that a student's IEP is reasonably calculated to provide educational benefits."

You can read the full case and conclusions for both of these by logging on to the Sped Connection link on the SEP website. Each district special education director should have their log-in password. If not, contact the customer service listed on the Sped Connection website. ❖

## DISABILITY INFORMATION

According to information from Indicator 8, parent surveys, parents would like more information about their child's disability. Some possible ways to share information with parents could be through a parent newsletter, through a display at the school, through parent-teacher conferences, or possibly at a school open-house.

Some possible sources of information include:

<http://www.nichcy.org/disabinf.asp>

NICHCY offers 14 *fact sheets* and 3 *briefing papers* on specific disabilities. Each defines the disability, describes its characteristics, and offers tips for parents and teachers. Each ends with a very helpful list of resources in print or video and disability organizations that can offer more information and assistance.

<http://www.sdparent.org/>

South Dakota Parent Connection can assist districts by providing parent trainings. SEP can work with SDPC to develop specific parent trainings if there is a need within the state.

<http://www.usd.edu/cd/homepage.cfm>

The USD Center for Disabilities has information on disabilities as well as a lending library through the Wegner Center. ❖

## Transition News and Updates:

This fall, the Transition Services Liaison Project (TSLP) is helping to introduce the Performance Indicator 13 Self-Assessment program. South Dakota has selected the NSTTAC Indicator 13 Checklist as its basis for accountability. The checklist focuses on several key transition file components. The checklist and a Transition Technical Assistance Guide can be accessed on the Special Education Programs' web site.

<http://doe.sd.gov/oess/specialed/SPP/index.asp>

The thirty-four districts participating in the Indicator 13 accountability program this year have been notified, and next year's districts will receive letters later this month. Regional Trainings featuring Ed O'Leary, which focus on Indicator 13, are scheduled in October. A flyer for these events will be sent on the listserv. TSLP Staff are also currently meeting with school personnel to prepare them to write IEP's that meet the checklist criteria. Training on the Indicator 13 Checklist will also be available at the **CEC Special Education Conference**, which will be held **March 16 – 18 in Pierre**, and at the

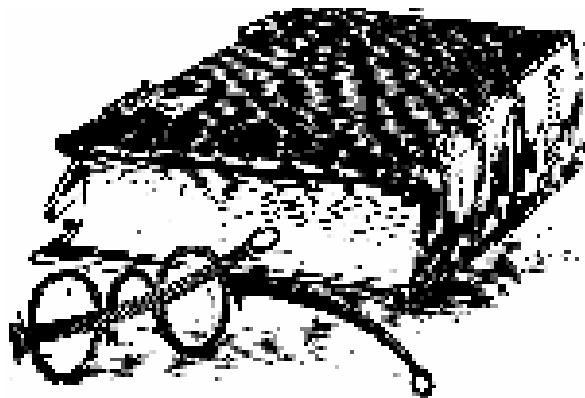
**Special Education Summer Institute** scheduled for the week of **June 23<sup>rd</sup>**, also in **Pierre**.

TSLP is in the process of setting dates for Transition Forums and Catch the Wave postsecondary education events. The South Dakota **Youth Leadership Forum** will be held in **Aberdeen, June 15-19<sup>th</sup>**, and delegate applications will be mailed to schools in October. TSLP can also provide technical assistance on Project Skills, Self-Advocacy, Drop-Out Prevention, and other transition topics. The staff can visit your school and can be helpful to new secondary Special Education teachers. Please see the link for contacts.

<http://doe.sd.gov/oess/specialed/transproj.asp>

Greg Cooch from BHSU is assembling data from the Indicator 14 Post School Outcome Survey of nearly 700 Special Education exiters from the 2005-2006 school year. Statewide data from the mail and phone surveys will be reported to OSEP in late January as part of South Dakota's Annual Performance Report. Each district's survey data will be reported back to the districts, probably in February, and will also be publicly reported on the State web-site, if the sample size is large enough.

South Dakota's response rates have been good, and Dr. Cooch asks that districts continue to collect thorough contact information for students exiting this school year. His e-mail address is [gregorycooch@bhsu.edu](mailto:gregorycooch@bhsu.edu) if you have questions or comments about Performance Indicator 14.



**Technical Assistance Guides are available on our website:**

<http://doe.sd.gov/oess/specialed/forms/index.asp>

## Most Recent Releases

### **NICHCY Training Modules**

<http://www.nichcy.org/training/contents.asp>

### **Eligibility Guide-September 2007**

<http://doe.sd.gov/oess/specialed/IEP/Original%20TA%20Guide2007MAIN.pdf>

### **Related Services Guide- August 2007**

<http://doe.sd.gov/oess/specialed/forms/sdguidelines/index.asp>

### **Response to Intervention Web Site- August 2007**

<http://doe.sd.gov/oess/specialed/forms/RtI/index.asp>

### **Highly Qualified Teacher- August 2007**

Scroll down to Highly Qualified Teachers

<http://doe.sd.gov/oatq/index.asp>

### **IEP Technical Assistance Guide- August 2007**

The Eligibility Determination Document has been updated at the end of the guide. If you printed the guide before 8/23/07 you may want to reprint pages 60 – 75.

<http://doe.sd.gov/oess/specialed/IEP/IEPPProcessTAGuide8.22.07.pdf>

### **Accommodation Guide**

<http://doe.sd.gov/oess/specialed/forms/pdf/SDAccommodationsManual.pdf>

### **School Based Medicaid Information- August 2007**

<http://doe.sd.gov/oess/specialed/forms/medicaid/index.asp>

### **Parental Rights (English and Spanish) –July 2007**

The Procedural Safeguards was updated in late July 2007 for both the English and Spanish version. If you don't have an updated copy please see the following links.

<http://doe.sd.gov/oess/specialed/prosafe/docs/parentalrights.pdf>

## CALENDAR OF EVENTS, CONT.

### Autism Workshop Differentiated Instruction: Strategies for Meaningful Inclusion and Skill Development for Students with Asperger Syndrome

**SEPTEMBER**

**SIoux FALLS SIOUx TH DAKOTA**  
UNIVERSITY CENTER FOR EXCELLENCE IN  
DEVELOPMENTAL  
DISABILITIES EDUCATION RESEARCH AND  
SERVICE

### Intervention Strategies for Children with Deaf-Blindness and/or Significant Disabilities

**WEDNESDAY THURSDAY  
SEPTEMBER**

**SIoux FALLS SIOUx TH DAKOTA**  
UNIVERSITY CENTER FOR  
EXCELLENCE IN DEVELOPMENTAL  
DISABILITIES EDUCATION RESEARCH  
AND SERVICE  
CO SPONSORED BY THE NATIONAL  
CONSORTIUM ON DEAF-BLINDNESS  
[HTTP://WWW.NATIONALDB.ORG](http://www.nationaldb.org)

### Birth to 3 Conference Enhancing Services for Infants and Toddlers with Special Needs

**OCTOBER**

**SIoux FALLS SIOUx TH DAKOTA**  
UNIVERSITY CENTER FOR EXCELLENCE IN  
DEVELOPMENTAL  
DISABILITIES EDUCATION RESEARCH AND  
SERVICE

**CENTER FOR DISABILITIES**  
WESTGATE CENTER

### Spanish Version

<http://doe.sd.gov/oess/specialed/forms/pdf/South%20Dakota%20Parent%20Rights%20July%202007%20-%20Spanish.pdf>

### Graduation Q and A

<http://doe.sd.gov/oess/specialed/forms/pdf/GraduationQandAFinal.pdf>

### PBIS State Plan

<http://doe.sd.gov/oess/specialed/forms/pdf/STATEPLANFINAL.pdf>

### Transition Toolbox

<http://doe.sd.gov/oess/specialed/forms/tacklebox/index.asp>

### Private School Child Count Form

<http://doe.sd.gov/oess/specialed/docs/IDEAflow-through/SD%20private%20school%20form.xls> ❖

### Regional Transition Training! Improving Outcomes by Writing Results-Oriented IEPs Featuring: Ed O'Leary

**ATTENTION** High School Special Education Administrators, Teachers, Paraprofessionals, and other direct-line staff!

Training will cover the following topics:

- Using the Indicator 13 Checklist to Reach 100% Compliance for Special Education Programs
- Developing Results-Oriented IEPs for Transition students

Cost \$10.00  
(Write check to "BHSSC", no credit cards accepted)

#### 2007 Training Schedule:

October 22 (Monday) – Rapid City, Ben Weira Backus (Western Region)  
October 23 (Tuesday) – Oacoma, Colie Sheren Rader (Central Region)  
October 24 (Wednesday) – Aberdeen, Rosanna Lee (North Central Region)  
October 26 (Friday) – Sioux Falls, SD Achieve Training Res (Southeastern Region)

Registration – 9:00 a.m. Training – 9:30 a.m. – 3:00 p.m.  
On-site lunch will be provided!

Participants are asked to bring a completed IEP and also the *Technical Assistance Guide for Transition in the IEP*, if possible. Links to the TA Guide and the Indicator 13 Checklist may be found at: <http://doe.sd.gov/oess/specialed/SFP/index.asp>

For more information or to register for these events, contact your Regional Liaison! If special accommodations are needed, please contact your liaison by October 8th.

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ListServ

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<http://www.k12.sd.us/Listserv/DOESpecialEd.htm>